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ABSTRACT

The terminal objectives for all eight chapters of the experimental multimedia leadership management course developed by Westinghouse Learning Corporation for the United States Naval Academy are presented in this report. Also included is the script to the film General Order No. 21, and the 41 Critical Behavior Categories of NAVPERS 92224A. Related documents are under EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512, with EM 010 418, EM 010 419 and EM 010 484 being the final report. (Author/RH)

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Dr. J. Hoom

BR 8 0448

Westinghouse Learning Corporation

# LEADERSHIP COURSE - PHASE I

# TERMINAL OBJECTIVES

CONTRACT NO. N00600-68-C-1525

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# Terminal Objectives

Contract No. N00600-68-C-1525

## Abstract

This report presents the terminal objectives for all eight chapters of the Leadership Course. Included is a two-part supplement: the script to the film General Order No. 21, and the 41 Critical Behavior Categories of NAVPERS 92224A. Key words in the film script and each of the critical behaviors have been cross-referenced to the relevant terminal objectives.

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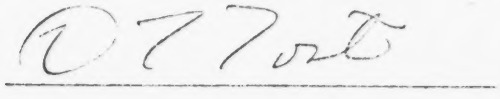

Project Manager

TR-6.2

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## STATEMENT AND METHOD

On Sequencing. The terminal objectives herein submitted are sequenced, not in the sense of a psychological learning structure, but in the sense of a logical learning structure. This logical learning structure was developed on the basis of the following guidelines:

(1) They were sequenced within topical or sub-topical areas on the basis of content association within those areas.

(2) They were sequenced on the criterion that basic principles cutting broadly across all subject matter areas should be taught first.

(3) They were sequenced on a further criterion that strategies, principles, or concepts to be learned or used in later chapters or segments must be taught in earlier chapters or segments.

It is estimated that, for each of the terminal objectives, there will be from 5-20 enabling objectives. It is within the area of the enabling objectives that the psychological learning structure must be derived. We are speaking here in the sense of prerequisite behavior dictated on the basis of the analysis of the kinds and conditions of learning inherent in each of the terminal objectives, to wit: higher-order principles, low-order principles, concepts, multiple-discrimination, and chains. Such a psychological sequencing is manifestly impossible for a subject in toto or for broad subject matter areas.

S-R Components of Terminal Objectives. Highly specific stimulus-response dimensions have, in the main, not been detailed. For example, response modes have been generally confined to state, respond, name, identify, derive, etc. Such response modes could have conceivably been further broken down into check, circle, recite, etc. This has not been done because it was felt that delimiting the response modes would place constraints on the media yet-to-be-selected. Also, constraints on response modes by optical scanning equipment have not been fully identified or specified. The stimulus element of instruction has been included in most objectives, but not in all. Where the instruction is the only element of the objective, it has, of course, been included. Where the instruction to be administered is obvious, it has been omitted. With respect to other stimulus components, specifically with reference to more definitively classifying the type and form of the stimulus condition, it is felt that such areas will be seen more fully in detail as we proceed to the enabling objectives. This applies also to the class of performance called for in several areas.

In most cases, the criterion element of "how well, to what extent, etc." has not been indicated since it is the stated aim of the course to meet 90/90 criterion for all core objectives. What constitutes that criterion for all objectives must be determined later, in conjunction with the subject matter expert, at all detailed levels.

All verbal responses called for will reflect, not merely rote verbal chains, but conceptual understanding of all components of the response.

The m stands for midshipman.

Numbering System. The terminal objectives have been numbered in sequence through all chapters. The suggestion to number the objectives by fives (5, 10, 15, 20, etc.) was rejected on the basis that the ordinal system will best provide for resequencing without numerical gaps, and that insertions can be made relative to each numbered objective in the form "1a, 1b, 1c, 2a, 2b, 2c," and so on.

Special Notes. The treatment of the topics "Decision Making, Problem Solving, and Selection," are felt to be sub-topics of Planning. Therefore, the objectives of Chapter VI will be found to have little congruency with the description of Chapter VI in the content outline. This lack of congruency is a result of WLC's response to the comments on the content outline by the Project Manager's memo dated October 16, 1968.

Acknowledgements. WLC is keeping a detailed record of all definitions that have been extracted verbatim from source references so that acknowledgement can be given to the authors of said volumes, in order to avoid copyright infringement.

CHAPTER 1

1. Given the instruction to state why, in a course on leadership, he is studying psychology, the m will state the reason in the following general form: Because the knowledge and application of certain psychological principles are directly related to controlling the behavior of subordinates, i.e. the handling of men.
2. Given a list of historical events in nonchronological sequence, the m will, on instruction, re-list them all in correct chronological sequence.
3. Given the instruction "define clinical psychology," the m will state the definition in the following form: A branch of psychology concerned with psychological methods of recognizing and treating mental disorders and problems of adjustment.
4. Given the instruction "define social psychology," the m will state the definition in the following general form: A branch of psychology concerned with attitudes, beliefs, and psychological factors in group behavior.
5. Given the instruction "define industrial psychology," the m will state the definition in the following form: A branch of psychology concerned with methods of selecting, training, counseling, and supervising personnel in business and industry.
6. Given the instruction "define behavioral psychology," the m will state the definition in the following general form: A branch of psychology concerned with the study of man's observable behavior.

7. Given a list of examples, each of which can be identified as either psychological or technological, the m upon being so instructed, will label each as psychological or technological, then will state the rule or reason he used in labeling each..

8. Given the instruction "define 'cause'," the m will respond: A change in an independent variable.

9. Given the instruction "define 'effect'," the m will respond: A change in a dependent variable.

10. Given the question "Are two events having a high correlation related causally?" the m will answer, not with a mere "yes or no," but in the following general manner: They may be, but high correlations do not necessarily indicate cause and effect relationships.

11. Given a diversified list of human behaviors, the m, upon the appropriate instruction, will classify them by labeling each as either: covert, overt, motor, or affective.

12. Given a list of human verbalization behaviors made prior to task completion and the associated actual completion of the tasks, the m, upon being so instructed, will label each as exhibiting: positive-negative, positive-positive, negative-negative, or negative-positive behavior.

13. Given the instruction "define stimulus," the m will respond: Any physical event or condition, including the organisms own behavior, that may have varied effect on the organism behavior.

14. Given the instruction "define response," the m will respond: Anything the organism does.

15. Given a list of S-R behavioral pairs and given a list of categories "$S_D$, $S_A$, conditional reinforcer, primary reinforcer, aversive, and no effect," the m will match, upon instruction, each category to its appropriate S-R pairs.

16. Given a narrative description of human behavior, the m will identify stimulus-response pairs.

17. Given conflicting narrative accounts of the same behavioral event, the m will explain their difference in terms of perceptual variations.

18. Given a list of terms and their definitions, the m will identify those which are operationally defined, using the rule: rule: "A definition of an abstract concept framed in terms of observable events or operations.

19. Given the instruction "define logical construct," the m will respond: a descriptive label attached to intervening events between the independent and dependent variable.

20. Given the instruction "describe the defects inherent in the introspective observation of behavioral events," the m will respond: The validity and reliability of introspective observation is often questionable.

21. Given the instruction "describe the defects inherent in the objective observation of behavioral events," the midshipman will respond: Observation of behavior event(s) may alter the event being observed.

22. Given examples of human behavior and a description of the consequences of each, the m will identify each combination of reinforcement, successive approximation, punishment, or extinction.

23. Given an example of undesirable subordinate behavior, the m will list the psychological principles to be applied for the elimination of the undesirable behavior.

24. Given an instruction to construct examples on the effect of contiguity, the m will do so, using the rule: Learning occurs regardless of whether reinforcement occurs; it is the proximity of a stimulus and response in time that allows the formation of a learning association.

25. Given examples of human behavior under stimulus control and given examples of human behavior under faulty stimulus control, the m will label each as an example of stimulus control or of faulty stimulus control. (Note: relates to Chapters III and IV, especially in the credibility section in Chapter III.)

26. Given examples of human behavior in which stimulus generalization is occurring and also given examples in which it is not occurring, the m will identify those in which stimulus generalization is present, using the definition: The spread of a conditioned response to other stimuli similar to the original stimulus.

27. Given examples of human behavior in which response generalization is occurring and also given examples in which it is not occurring, the m will identify those in which response generalization is present, using the definition: Response generalization is the emission of a response similar to the conditioned response.

28. Given the instruction "list the factors that form the basis of a Naval officer's behavior," the m will respond: Naval tradition, Naval custom, Naval regulations, and Naval standards of performance.

29. Given a list of personal deficiencies and strengths of a hypothetical officer as seen and listed by the officer himself and also given a description by another person of that officer's actual behavior, the m will identify the omissions made by the officer as indicated by the actual behavior description.

30. Given a narrative description of a hypothetical officer's negative thoughts about himself, the m will list principles the officer should employ to eliminate the covert negative behavior.

31. Given a set of goals drawn up by a hypothetical officer and given a description of the officer's duties, the m will identify those goals that are attainable, definable, and valuable in relation to the stated duties.

32. Given the instruction "define 'attainable goals'," the m will respond: A goal which has a high probability of being reached.

33. Given an instruction to construct examples of "definable goals," the m will do so, using the rule: A definable goal is an exact statement of a new condition or set of conditions to be brought about by the person achieving the goal; such conditions are finite and discrete.

34. Given the instruction "list the criteria for evaluating a goal's value," the m will respond: Is it valuable to the person achieving the goal? Will it facilitate the achievement of other goals? Is the goal valuable to the attainment of organizational goals?

35. Given an instruction to explain the effects of peer monitoring on personal goal attainment, the m will respond: Peer monitoring provides an external source of feedback about one's own behavior, and the receipt of feedback permits the correction of error.

36. Given a list of a hypothetical officer's personal goals and given the request to rank them in the order of high to low priority, the m will do so, using the rules for determining the value of a goal.

37. Given the instruction "state the rule for self-motivation," the m will respond: Tasks should be arranged in an order requiring that low preference tasks be performed before high preference tasks.

38. Given a random list of an officer's tasks, give a preference ranking of the tasks appearing on the list, and given an instruction to sequence the tasks in a manner most likely to maintain the officer's motivation, the m will do so, using the low preference-high preference rule.

39. Given a behavior labeled a bad habit and given the instruction to derive a process for eliminating that habit, the m will do so, in such a way that it can be inferred that he used the method of substituting an incompatible response for an undesirable response.

40. Given the instruction "Define leadership," the m will respond: The art of accomplishing the Navy's mission through people.

41. Given an instruction to name the three general techniques of leadership, the m will respond: personal example, moral responsibility, good management.

42. Given an instruction to cite examples of leadership behavior in which the leader is demonstrating use of the general technique "setting personal example," the m will be able to do so, using the rule: Setting personal example means that officer behavior reflects the ideals inherent in Naval life.

43. Given an instruction to cite examples of leadership behavior in which the leader is demonstrating the use of the general technique "moral responsibility," the m will do so, using the rule: Moral responsibility is the personal adherence to high standards of conduct and the moral guidance of subordinates.

*General Objective: The midshipman will identify theories, studies, and categories of leadership which are a result of much research. (Further discussion regarding the exact nature of desired student behavior should take place before specification of the terminal objectives on this area.)

44. Given examples of leader behavior in decision making situations, the m will classify each as an example of democratic, autocratic, or as a combination of the two.

45. Given the instruction, "name the factors influencing a leader's adoption of a leadership style," the m will respond: the leader's personality, the nature of the group, and the situation in which they are involved.

46. Given a list of tasks, each described in non-specific terminology, the m will restate each task in behavioral terms that will communicate precisely the tasks to be performed without explaining in detail how the tasks will be carried out.

47. Given the instruction "state how a group member must perceive the leader in order for the leader to be credible," the m will respond: The leader must be perceived as trustworthy and as an expert by the group members.

48. Given an instruction to list examples of officer behavior that would encourage perception of the officer as trustworthy, the m will respond: the officer demonstrates intention-completion congruency; the officer makes truthful statements; the officer does not divulge confidences.

49. Given examples depicting both credibility and credibility gaps, the m will classify each as showing either credibility or a credibility gap.

50. Given examples of officer behavior all of which have resulted in a credibility gap, the m will, in each case, name other causal behaviors to which the credibility gap may be attributed.

51. Given an instruction to list examples of officer behavior that would encourage perception of the officer as expert, the m will respond in the following general form: the officer

is successful at the tasks he undertakes; the officer recognizes his limitations and seeks expert opinions when necessary; the officer performs his duties promptly and efficiently.

52. Given an instruction "define 'sense of participation'," the m will respond in the following general form: Each member of a group can specify the contribution made by his task performance to the larger task at hand; members of the group aid one another in task performance; members of the group make positive verbal statements about other members of the group.

53. Given a narrative description containing both a group's task behavior and verbal behavior during task performance, the m will indicate whether the entire group of behaviors does or does not exemplify a "sense of participation."

54. Given a narrative description of a group's behavior that illustrate a poor sense of participation, the m will state the technique(s) he would use to increase the sense of participation. The techniques are:

    1. reinforce "member aiding member" behavior
    2. reinforce members for making positive verbal statements about other members of the group.
    3. instruct each member of the group on how his task is important to the accomplishment of the mission.
    4. reinforce group success as opposed to individual success.

55. Given the instruction "define 'progress check'," the m will respond: The comparison of actual behavior to criterion behavior.

56. Given an instruction to state the reasons for progress checking, the m will respond:

1. it permits feedback to be given to the worker
2. it permits the provision of immediate consequences for worker behavior.

57. Given an example of a leader communicating information to his subordinates in order to accomplish a mission, and given an instruction to state whether the leader communicated the minimum amount of information necessary to accomplish the mission or whether he communicated more than enough information to accomplish the mission, and then to state why, the m will do so, using the "need to know" principle.

58. Given an instruction to state the concepts involved in the statement "behavior depends on its consequences," the m will respond:
    1. Behavior is rewarded, punished, or extinguished.
    2. Subordinates see a payoff for acceptable work.
    3. Subordinates get payoff for acceptable work.
    4. Leader responds in some way to subordinate's behavior.

59. Given examples, each of which shows a leader utlizing a particular principle of behavior to provide consequences for the behavior of subordinates, the m will, in each case, name the principle of behavior the leader is applying.

60. Given examples, each of which shows a leader utilizing a particular principle of behavior to provide consequences for the behavior of subordinates, the m will state, in each case, the principle that has been violated (if any).

61. Given the instruction "list the general technique by which behavior may be shaped," the m's response will be of the

type: Behavior may be shaped by controlling the consequences of behavior.

62. Given an example of a task, given a statement that adequate material and support has been provided, the m will identify which elements of the task example show necessary resources, which show officer aid has been provided, and which show proper officer support.

63. Given examples which depict the need for providing material, support, or both, the m will state the specific materials and/or support which are needed.

64. Given an instruction to name the procedures by which it is ensured that material and support are adequate, the m will respond:

    1. specify in advance the materials needed.
    2. assure that additional materials can be acquired on short notice if required.
    3. alternate task plans are constructed.
    4. assure that officer is available if needed.

65. Given an example of group behavior, the m will name the norms present, by applying the rule: A norm is a behavioral standard shared among the members of a group and represents the behavior and attitudes they expect from one another.

66. Given examples of group situations wherein certain group norms are exhibited and indicated, the m will label each group norm as "desirable or undesirable," according to Naval standards.

67. Given examples of group situations wherein certain undesirable

group norms are exhibited, the m will state, in each case, the desired group norm to be substituted for each undesirable one.

68. Given a list of group norms of both formal and informal types, the m will classify each as either formal or informal.

69. Given examples of group situations wherein certain undesirable group norms are exhibited, the m will state, in each case, which principle of behavior he would use to eliminate that particular undesirable norm.

70. Given examples of tasks being carried through incorrectly from assignment to completion, the m will respond: The planning and sequencing of the tasks was done incorrectly?

71. Given examples of tasks being carried through inefficiently from assignment to completion, the m will respond: The planning and sequencing of the tasks was done inefficiently.

72. Given examples of tasks being carried through ineffectively from assignment to completion, the m will respond: The planning and sequencing of the tasks done ineffectively.

73. Given a list of examples describing collective behavior of members of a group, the m will state whether discipline is present or absent.

74. Given an example of a well-disciplined group, which contains behavioral elements illustrating the following:

    1. unhesitating compliance with orders
    2. continuous responding in the absence of a leader
    3. members of group consistently select behavior consistent with goals of mission
    4. members enforce discipline interpersonally

    and given a list of the above, the m will extract behaviors from the example and apply them to each appropriate element of the above list.

75. Given the instruction "define self-discipline, the m will state that self-discipline is "willingness to comply with orders despite personal objections."

76. Given an instruction to name behaviors that indicate the presence of "esprit de corp," the midshipman will respond:

    1. positive verbal statements about the group
    2. willingness to participate by all members of group
    3. group solidarity against outsiders
    4. pride in membership

77. Given an example of the behavior of a group, the m will cite the presence or absence of esprit.

78. Given an instruction to state the rationale for group solidarity (discipline and esprit), the m will state that: group

solidarity increases the leader's ability to predict and control the behavior of subordinates; increases the morale of group members; increases the effectiveness of men in combat.

79. Given an instruction to list techniques for establishing discipline, the m will state that discipline may be established through:
    1. threat to punish
    2. reinforcement of desired behavior
    3. the use of punishment
    4. group processes

80. Given a list of the four techniques for establishing discipline and an instruction to select the two most desirable techniques, the m will identify: reinforcement of desired behavior and group processes.

81. Given an example of a subordinate breaking a rule and given an instruction to describe an effective punishment, the m will do so, using the rules of impartiality and Navy tradition.

82. Given an instruction to illustrate the rule "make rewards contingent upon compliance with group norms and goals," the m will construct an example of this principle in terms of a contract he would use to obtain compliance with group norms, e.g., "First you must do X, then you may go ashore."

83. Given the instruction "define 'morale'," the m will state that: morale is the state of mind of an individual that has been produced by all the circumstances which make his membership in a group reinforcing and satisfying."

84. Given an instruction to list those behaviors from which the morale of an individual can be inferred, the m will state

that morale is inferred from the following:

1. when the individual continues to respond without the apparent presence of reinforcers or punishment.
2. when the individual makes positive statements about group.
3. when the individual displays "squared away" appearance
4. when the individual maintains equipment in operation condition
5. when the individual interacts in "happy" manner.
6. when the individual does not ask for a transfer

85. Given an instruction to list the benefits derived from high morale, the m will respond: high morale increases the probability that task perseverance will occur and high morale decreases the need for constant vigilance and enforcement of the task effort.

86. Given the instruction "define the relationship between discipline and morale," the m will respond: Discipline may be excellent and morale poor. Morale may be excellent, but discipline poor.

87. Given an example of a group exhibiting poor morale, the m will list the desirable group norms which are missing, using the rule that good morale is a function:
    1. of positiveness about the group and mission
    2. of task completion is congruent with intention
    3. of task completion requires only assignment and not constant vigilance and prompting.

88. Given an instruction to state the effects of an intermittant

schedule on morale associated behavior, the m will state that an intermittent schedule greatly increases the probability that such behavior will continue for long periods of time even in the absence of reinforcement.

89. Given an instruction to state the effect of officer behavior upon subordinate morale, the m will respond: An officer's behavior directly affects the morale of his subordinates; the officer's credibility and morale affect subordinate morale.

CHAPTER V

90. Given the instruction "define 'formal relation'," the m will respond: A formal relation is an interpersonal interaction the characteristics of which are specified by written rules, regulations, or laws.

91. Given the instruction to name the major influences on an officer's formal relations with seniors and peers, the m will respond: Naval tradition, custom and law.

92. Given an instruction to construct an example of a formal relation with a senior or peer, the m will do so.

94. Given the instruction "define 'informal relation'," the m will respond: An informal relation is an interpersonal interaction the characteristics of which are not specified by written rules, regulations, or laws.

95. Given the instruction to state the general rule governing an officer's informal relations with seniors and peers, the m will respond: The officer should exercise tact and be as empathetic as possible.

96. Given examples of informal relations between an officer and a peer and given the instruction to classify each as satisfactory or unsatisfactory, the m will do so by applying the general rule.

97. Given the instruction to enumerate reasons for establishing and maintaining good relations with seniors and peers, the m will respond: Good relations with seniors and peers:

1. decreases unnecessary friction.
2. aids relations with subordinates.

3. facilitates the accomplishment of the mission.

4. facilitates communication.

98. Given examples of conflict situations and the instruction to label each as being approach-approach, avoidance-avoidance, approach-avoidance, or avoidance-approach, the m will do so using the rules:

--approach-approach produced by two desirable, but mutually exclusive goals.

--avoidance-avoidance produced by two undesirable, but either/or goals.

--approach-avoidance produced by one goal having positive aspects, but also having negative aspects.

--double approach-avoidance produced by two goals each of which has positive and negative aspects.

99. Given the instruction "define 'confrontation'," the m will respond: The presentation of a stimulus to which you must respond.

100. Given the instruction "define 'tact'," the m will respond: A method of confrontation without conflict.

101. Given the instruction "define 'resolution'," the m will respond: the elmination of conflict.

102. Given the instruction to state the method which should be employed first to elminate conflict with a peer(s), the m will respond: self-evaluation and self-change.

103. Given an example of a conflict between an officer and a peer, and given the instruction to select from a given list of alternative actions, the m will select the alternative most likely to result in resolution.

104. Given the situation "An officer is faced with conflict with a senior. He feels he is [illegible] not able to change the seniors behavior," and given the instruction to identify the action the officer should take, the m will respond: The officer should act as the senior desires him to act.

105. Given the instruction to state the general rules for enlisting the support and cooperation of peers, the m will respond: Ask peers for aid when needed and help peers when needed.

106. Given the instruction to state the general rules for enlisting the support and cooperation of seniors, the m will respond: Show initiative and seek help when necessary.

107. Given the instruction, "define 'management'," the m will respond: management is the process of establishing and achieving objectives; it is the process under which objectives are accomplished that require the coordinated effort of people and resources (time, money, material).

108. Given the instruction to list the reasons for the increased importance of good management in the military, the m will respond: increased size of the military; complex equipment requires greater specialization; more stewardship required in the administration of public monies; authority is more centralized.

109. Given the instruction to state the most important aspect of management, the m will respond: The establishment of objectives.

110. Given the instruction, "define 'planning'," the m will respond: The determination of what is to be done, how it is to be done, where it is to be done, who is to do it, and when it is to be done.

111. Given the instruction, "define 'organizing'," the m will respond: The provision of a structure that establishes relationships between men and materiel, both grouped together for a common purpose.

112. Given the instruction, "define 'co-ordinating'," the m will respond: The integration of all details necessary for the accomplishment of the mission.

113. Given the instruction, "define 'directing'," the m will respond: The issuance of orders and instructions to subordinates and others to indicate what is to be done.

114. Given the instruction, "define 'controlling'," the m will respond: The establishment and application of the necessary means to ensure that the objectives are obtained.

115. Given the instruction to list and sequence correctly the activities involved in the management process, the m will respond: planning, organizing, co-ordinating, directing, and controlling.

116. Given the instruction to list the three steps in planning, the m will respond: 1) forecasting 2) estimating 3) plan preparation.

117. Given a description of some environmental conditions in which a specific mission is not identified and given the instruction to develop a plan of action, the m will do so, using the techniques of forecasting.

118. Given an example of an assigned mission and given the instruction to develop a plan of action, the m will do so using the techniques of estimating and plan preparation.

119. Given an example of a completed plan and a description of the men and materiel available for the work effort and given the instruction to develop an organizational plan, the m will do so, using the general principles: unity of command, span of control, homogeneity of tasks, and delegation of authority.

120. Given an example of a mission, a completed plan, and completed organizational structure, and given the instruction to construct the directives to do so, the m will do so, using the rules of clarity, completeness, realism, and timeliness.

121. Given the instruction to state the principles to be applied during the controlling phase of the management process, the m will respond: 1) establishment of performance standards 2) comparison of performance to standards at critical control points 3) taking corrective action if necessary.

122. Given the instruction to explain the phrase "noncoincidence of responsibility and control, the m will respond: The authority for performing a given activity is not delegated to the person who has responsibility for performing that activity.

123. Given the instruction to name the most important means of decentralizing control, the m will respond: Delegation of authority.

124. Given an example of an assigned mission, a description of the men under his command, a description of the materiel available, and given the instruction to derive a strategy to accomplish the mission, the m will do so, using the principles of management.

125. Given the instruction to identify models of communication, the m will respond: the Shannon-Weaver communication model, the source-message-channel-receiver model, and the Naval chain of command.

126. Given an example of a written communication and the instruction to select the components that represent the information source (the transmitter, the signal, the channel, and the receiver), the m will do so according to the Shannon and Weaver communication model.

127. Given an example of a written communication and the instruction to select the source-message-channel-receiver components of the communication, the m will do so, using the SMCR communication model.

128. Given a request to define Naval chain of command, the m will respond: Chain of command is the Navy's official channel of communication in which requests and information flow up, and orders and information flow down.

129. Given an example of communication breakdown between an officer and his subordinates and given the request to identify the cause of the breakdown, the m will be able to attribute the cause of the breakdown to one, some, or all of the following reasons:

a) incomplete facts

b) receiver misinterpretation

c) different attitudes between sender and receiver

because of different frames and cultural barriers

d) physical barriers (i.e. delay or distance)

130. Given an instruction to list the two basic types of communication, the m will respond: oral and written communication.

131. Given an instruction to define formal written communication, the m will respond: those communications which are prescribed by custom, tradition, and law, and which are written down.

132. Given an instruction to define informal written communication, the m will respond: those communications which are improvised, handwritten, brief, and not dictated by, custom, tradition, or law.

133. Given a list of formal and informal written communications and given the instruction to classify each as either formal or informal, the m will do so, using the definitions of informal and formal written communications.

134. Given the instruction to define formal oral communication, the m will respond: those communications which are prescribed by custom, tradition, or law.

135. Given the instruction to define informal oral communication, the m will respond: those communications which are improvised and not dictated by custom, tradition, or law.

136. Given a list of formal and informal oral communications and given the instruction to classify each as either formal or informal, the m will do so, using the applicable definition.

137. Given the instruction to define the term "non-verbal communication," the m will respond: Non-verbal communication is the sum total of physical and vocal stimuli which produce a behavioral effect upon the receiver.

138. Given an example of a verbal communication (orally transmitted) and given examples of different presentations of that communication in which the physical and vocal stimuli differ, the m will identify the behavioral effect of each presentation on the receiver as "same" or "different."

139. Given an example of a verbal communication (orally transmitted), a description of the physical and vocal stimuli accompanying the communication, and given the effect upon the receiver, the m will name physical and/or vocal stimuli which could be changed to alter the effect upon the receiver.

140. Given the instruction to define the term "grapevine," the m will respond: The grapevine is an informal, non-organizationally defined communication system which does not have official information sources.

141. Given the instruction to list the major characteristics of the grapevine, the m will respond: It is a fast, direct, spontaneous, flexible, and accurate means of communication.

142. Given the instruction to name the two main causes for rumors, the m will respond that they are ambiguity and importance.

143. Given the instruction to name the most effective means of combating rumor, the m will respond: The reduction of ambiguity directly reduces the frequency of rumor.

144. Given the instruction to identify those subjects which are appropriate for consideration during counseling between a senior and a subordinate, the m will respond: Any subject desired to be discussed by the subordinate is worthy of discussion if, in fact, the senior has the means to provide adequate counsel.

145. Given examples of senior-subordinate interactions and given the instruction to classify each as representative of friendliness or of familiarity, the m will do so.

146. Given instruction to cite the general rule which is employed at social functions, the m will respond: the officer will remember at all times that he is a representative of the United States Navy and will act accordingly so as not to bring disgrace upon the Navy.

147. Given the instruction to name the three objectives of counseling, the m will respond:

(1) to give instruction

(2) to get information

(3) to gain cooperation

148. Given the instruction to name the two types of interviews, the m will respond:

(1) counselor initiated interview

(2) counselee initiated interview

149. Given examples of counseling sessions and given the instruction to classify each as representative of the directive or non-directive method, the m will do so.

150. Given a dialogue between an officer and a subordinate in a counseling situation in which the questions asked by the officer are numbered and given the request to identify those questions representative of good counseling techniques, the m will so identify.

151. Given a request to list the components of sensitivity necessary for use in counseling, the m will respond: The counselor must understand the men's backgrounds, their present situations, their ideals and aspirations, and he must listen patiently and sympathetically.

152. Given a list of the names of psychoses and given a list of descriptions of behavior, the m will match the appropriate behavioral description to the appropriate psychosis name.

153. Given examples of undesirable subordinate behavior and given the request to classify each as correctable by a non-professional or correctable only by a professional, the m will so classify.

154. Given an instruction to define learning, the m will respond that: learning is a process which brings about changes in the individual's way of responding as a result of contact with aspects of the environment.

155. Given the instruction to list the kinds of learning, the m will respond: 1) discrimination 2) generalization 3) chaining.

156. Given an instruction to describe the characteristics of discrimination learning, the m will respond that discrimination learning is taking place when a subject is able to distinguish among two or more stimuli which differ in some detail, or between a stimulus versus no stimulus.

157. Given an instruction to describe the event called generalization, the m will respond: Generalization occurs when a stimulus similar to the specific (conditioned) stimulus evokes the conditioned response.

158. Given the instruction to "define 'chaining'," the m will respond: Chaining is a series of responses in which each response produces the stimulus for the succeeding response.

159. Given examples of human activity and given the instruction to name those activities representing discrimination learning, the m will do so, using the definition of discrimination learning.

160. Given examples of human activity and given the instruction to name those activities representing generalization, the m will do so using the definition of generalization.

161. Given examples of human activity and given the instruction to name those activities representing chaining, the m will do so, using the definition of chaining.

162. Given an instruction to assess the deficiencies of a hypothetical subordinate, the m will label each deficiency as one of learning or of performance, using the "could he do it if his life dependended on it" principle.

163. Given a hypothetical deficiency of learning and the instruction to identify the deficiency as one requiring training or guidance, the m will do so, using the rule: 1) Training is indicated when a high rate of responding is required, or when the task is performed often. 2) Guidance is indicated when a high degree of accuracy is important, when economy is important, when men can't be spared for training, or if task is intricate or complex.

164. Given a hypothetical deficiency of performance and an instruction to identify the deficiency as one requiring training or guidance, the m will be able to do so, using the rules: deficiencies of performance may be caused: a) by insufficient feedback as to results, b) by performance hindered by intervening distractions or duties, c) by too punishing a task, d) by absence of incentive.

165. Given a hypothetical deficiency of learning where guidance is prescribed as a solution, and an instruction to provide a correct guidance tool, the m will be able to specify whether a checklist, "cookbook," chart, or diagram is required.

166. Given a description of a learning deficiency and given the instruction to prepare a lesson which will result in the desired change, the m will construct the lesson using the steps: 1) specify the desired behavior, 2) identify the type of learning involved, 3) develop active responding system, 4) prepare student feedback methods.

167. Given a hypothetical deficiency in learning where training is prescribed as a solution, and an instruction to provide a correct training tool, the m will be able to specify where and how the training tool can be procured, using Navy document catalogs, libraries and training film libraries.

# APPENDIX A

## INSTRUCTIONAL TIME ESTIMATES

| | |
|---|---|
| CHAPTER I | 1.0 weeks instructional time |
| CHAPTER II | 1.0 weeks instructional time |
| CHAPTER III | 4.0 weeks instructional time |
| CHAPTER IV | 2.0 weeks instructional time |
| CHAPTER V | 1.0 weeks instructional time |
| CHAPTER VI | 3.5 weeks instructional time |
| CHAPTER VII | 1.5 weeks instructional time |
| CHAPTER VIII | 1.0 weeks instructional time |
| Total | 15.0 weeks |

The above estimates are based upon two factors:

1) More time is allotted to those chapters considered to be most important to leadership.

2) More time is allotted to those chapters in which a greater number of enabling objectives are needed in order to teach the behaviors stated in the terminal objectives (i.e., those in which the terminal objectives call for behaviors relatively more complex.)

## APPENDIX B

## INDEX TO 43 CRITICAL BEHAVIORS

The following is a list of the effective critical behaviors listed in NAVPERS 42224A. After each critical behavior there appears a series of numbers each of which corresponds to the terminal objective considered relevant for that critical behavior.

| CRITICAL BEHAVIORS | TERMINAL OBJECTIVES |
|---|---|
| 1. Assigns responsibility for specific tasks to subordinates. | 110, 113, 115, 122 |
| 2. Gives clear and complete instructions, including all essential points, explaining and illustrating in detail; determines that instructions are understood. | 46, 57, 64, 110, 112, 113, 115, 128, 129 |
| 3. Gives reasons for actions and decisions, or for existing situation or assignment, or for changes in plans or rules; explains importance of job or assignment. | 54, 111 |
| 4. Gives orders or directions in an authoritative and consistent manner. | 47, 119, 122, 123, 128, 138 |
| 5. Administers reprimand or disciplinary action in a constructive manner. | 22, 39, 58, 79, 81, 153 |
| 6. Displays confidence in ability of subordinate to accomplish task. | 62, 87, 89 |
| 7. Rewards subordinates when particularly deserved with praise or recommendation for promotion. | 22, 58, 80, 82 |

| | CRITICAL BEHAVIORS | TERMINAL OBJECTIVES |
|---|---|---|
| 8. | Offers constructive suggestions for improvement of work, shows interest in subordinates' work, discusses problem areas, and checks progress periodically or at crucial points. | 35, 50, 58, 89, 105, 114, 121 |
| 9. | Considers and discusses ideas and suggestions of others. | 35, 51, 105, 106 |
| 10. | Considers fact rather than personal prejudice or expediency in decisions and actions involving subordinates. | 44, 95 |
| 11. | Withholds judgment in personnel matters until he has sufficient facts. | 95, 144, 147 |
| 12. | Keeps appropriate persons informed on progress and relevant information. | 107, 113, 114 |
| 13. | Shows no resentment to criticisms or suggestions. | 35, 51, 105 |
| 14. | Supports policies and actions of superiors and associates to subordinates. | 104 |
| 15. | Assists others, or performs work of others, when necessary to meet deadline or avoid delay. | 52, 54, 64, 87 |
| 16. | Shows interest in welfare and morale of subordinates. | 22, 43, 53, 87, 89, 105, 145, 151, 166 |
| 17. | Takes responsibility for fair treatment of subordinates. | 47, 81 |
| 18. | Accepts responsibility for actions of subordinates. | 61, 78, 166 |
| 19. | Remains calm and composed under pressure (e.g. time). | 41, 47, 107 |

| | CRITICAL BEHAVIORS | TESTING OBJECTIVES |
|---|---|---|
| 20. | Complies with decisions, orders, and directives of superiors (except when good of organization is adversely involved). | 75, 104 |
| 21. | Gives credit to appropriate persons. | 22, 54 |
| 22. | Plans detailed aspects of procedures to accomplish assignment; considers various alternative approaches and probable consequences. | 31, 64, 69, 70, 71, 110, 112, 114, 115, 116, 118, 124 |
| 23. | Coordinates with appropriate units and personnel prior to, and during planning. | 107, 113, 114 |
| 24. | Schedules work, allocates own time and that of personnel after consideration of all important factors. | 41, 107, 113, 116, 117, 118, 119 |
| 25. | Considers capability and experience, rather than availability only, in assigning responsibility for tasks. | 112, 116, 119, 123, 124 |
| 26. | Takes appropriate steps to solve unexpected problem arising in assignment. | 51, 71, 112, 114, 121, 163, 164 |
| 27. | Makes decision promptly when responsible for action. | 44, 117, 119 |
| 28. | Follows through decision promptly and precisely. | 44, 48 |
| 29. | Protects and conserves Navy equipment and supplies (includes ethical disposition of same). | 28, 48 |

| | CRITICAL BEHAVIORS | TERMINAL OBJECTIVES |
|---|---|---|
| 30. | Completes assigned work on schedule in spite of possible personal distaste for work, or personal inconvenience. | 37, 40, 75, 107 |
| 31. | Takes own share of undesirable duty. | 38, 41 |
| 32. | Performs additional work voluntarily when necessary to meet deadline or avoid delay. | 48, 52, 87, 107 |
| 33. | Takes responsibility for completion of necessary work in absence of supervisor. | 48, 73, 107 |
| 34. | Accepts responsibility for own work and own decisions. | 41, 47, 48, 119 |
| 35. | Presents complete information, both favorable and unfavorable to himself. | 29, 48 |
| 36. | Meets personal commitments promptly and fully. | 41, 43 |
| 37. | Begins work as promptly as possible following assignment. | 51, 53 |
| 38. | Checks on accuracy of own and other's work or information. | 35, 105, 121 |
| 39. | Keeps accurate and up-to-date records. | 41 |
| 40. | Substantiates suggested course of action with facts. | 110, 120 |
| 41. | Seeks out sources of information with which to instruct himself in skills necessary for good performance of his job. | 51, 106, 121 |

# APPENDIX C

## INDEX TO CRITICAL BEHAVIORS IN FILM SCRIPT

The following is a list of concepts extracted from the General Order 21 Film Script. After each concept appears a series of numbers each of which corresponds to the terminal objective considered relevant for that critical behavior. The film script is also attached. The numbers which appear in superscript on the film script itself correspond to the extracted concepts as it was felt that some benefit might be derived from reading the concept in context.

| CONCEPTS | TERMINAL OBJECTIVES |
|---|---|
| 1. The objective of General Order 21 is to achieve an improving state of combat readiness by emphasizing successful leadership. | 1. 1, 11, 22, 23, 26, 28, 29, 30, 31, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 57, 58, 59, 62, 63, 64, 73, 74, 75, 76, 77, 78, 82, 84, 85, 88, 89, 90, 91, 93, 94, 95, 96, 102, 103, 104, 105, 106, 107, 108, 109, 115, 116, 117, 118, 119, 120, 121, 123, 124, 150, 151, 153, 154, 163, 164, 165, 166, 167 |
| 2. Leadership is based on personal example, moral responsibility, and good management. | 2. 26, 27, 28, 31, 35, 36, 37, 38, 39, 41, 42, 43, 45, 47, 48, 49. 50, 51, 57, 58, 59, 60, 61, 69, 74, 75, 79, 80, 81, 82, 84, 85, 87, 88, 89, 96, 102, 103, 104, 105, 106, 107, 108, 109, 115, 116, 117, 118, 119, 120, 121, 123, 124, 129, 146 |
| 3. The leader's objective is to accomplish the Navy's mission through people. | 3. 22, 23, 24, 28, 29, 30, 31, 35, 36, 38, 39, 40, 52, 53, 54, 67, 94, 96, 105, 106, 119, 120, 123, 124, 129, 147, 152 |

| | CONCEPTS | | TRAINING OBJECTIVES |
|---|---|---|---|
| 4. | A leader must inspire and manage groups of people. | 4. | 22, 23, 26, 27, 28, 30, 31, 33, 36, 38, 59, 62, 63, 64, 67, 69, 75, 76, 79, 80, 81, 82, 84, 85, 87, 89, 91, 96, 105, 106, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 129 |
| 5. | Leadership quality should be constantly reviewed and improved. | 5. | 11, 22, 23, 24, 25, 26, 30, 31, 34, 35, 36, 38, 39, 69, 70, 71, 79, 80, 81, 82, 87, 102 |
| 6. | A good leader sets an example of behavior and performance. | 6. | 11, 26, 27, 28, 35, 41, 42, 43, 47, 48, 49, 50, 87, 89, 91 |
| 7. | A good leader has integrity. | 7. | 28, 47, 48, 49, 50, 73, 74, 75, 104, 146 |
| 8. | A good leader is brave. | 8. | 73, 74, 75, 84, 87, 89 |
| 9. | A good leader must be able to discipline himself. | 9. | 35, 38, 39, 75, 84, 99, 102, 104, 122, 146 |
| 10. | A good leader must know his job and perform it well. | 10. | 69, 70, 71, 73, 74, 84, 110, 118, 119, 120, 124 |
| 11. | A good leader carries out each assignment to the letter regardless of its nature. | 11. | 28, 62, 63, 64, 73, 74, 75, 76, 84, 104 |
| 12. | A good leader conducts operations efficiently and professionally. | 12. | 28, 41, 42, 43, 45, 47, 48, 49, 50, 62, 63, 64, 69, 80, 71, 73, 74, 75, 76, 84, 94, 96, 105, 106, 109, 115, 116, 117, 118, 119, 120, 121, 123, 124, 163, 165, 166, 167 |
| 13. | A good leader maintains the chain of command. | 13. | 28, 104, 128 |
| 14. | A good leader makes himself available to subordinates. | 14. | 28, 43, 105, 144, 149, 150, 152 |
| 15. | A good leader states orders clearly to insure understanding. | 15. | 46, 54, 57, 96, 113, 129 |

| | CONCEPTS | | TERMINAL OBJECTIVES |
|---|---|---|---|
| 16. | A good leader is prepared for emergency and acts instinctively in times of stress. | 16. | 24, 27, 39, 43, 73, 78, 79, 80, 81, 84, 85, 87, 90, 91, 92, 157, 160 |
| 17. | A good leader recognizes that his behavior affects those around him. | 17. | 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 58, 73, 74, 76, 84, 87, 89, 90, 91, 92 |
| 18. | A good leader is morally responsible for all aspects of performance by his men. | 18. | 28, 41, 42, 43, 47, 48, 49, 50, 62, 63, 64, 69, 70, 71, 79, 80, 81, 84 |
| 19. | A good leader performs his duties not because he is forced but because it is a matter of personal integrity to do so. | 19. | 28, 41, 42, 43, 73, 74, 75, 104, 122 |
| 20. | A good leader helps every man under his command see the relation between the humblest chore and the overall objective of Naval operations. | 20. | 41, 42, 43, 52, 53, 54, 57, 94, 96, 147 |
| 21. | A good leader complies with standards of readiness, safety, efficiency, and economy; maintains high standards of personal appearance; sees that drills, work periods, and watches begin on time and are performed with smartness and dispatch. | 21. | 28, 41, 42, 43, 47, 48, 49, 50, 51, 52, 53, 54, 57, 62, 63, 64, 68, 69, 70, 71, 73, 74, 75, 84, 87, 88, 89, 96, 107, 110, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 124, 163, 165, 166, 167 |
| 22. | A good moral climate exists when transfers are few, court martials are reduced, and maximum precautions are taken to avoid accidents. | 22. | 41, 42, 43, 47, 48, 49, 50, 51, 69, 70, 71, 80, 84, 147 |
| 23. | A good leader provides recreational facilities and anticipates the granting of liberty opportunities. | 23. | 54, 58 |
| 24. | A good leader gives timely and appropriate recognition for personal achievement and exceptional performance. | 24. | 24, 54, 58 |

| CONCEPTS | | TERMINAL OBJECTIVES | |
|---|---|---|---|
| 25. | When the leader is concerned about the welfare of his men, his men are concerned about the welfare of the Navy. | 25. | 41, 42, 45, 48, 85, 87, 88, 89, 105, 106, 150, 154, 163, 164, 165, 166, 167 |
| 26. | A good leader puts the right man in the right job. | 26. | 85, 107, 110, 111, 117, 119, 123, 124 |
| 27. | A good leader sets a high standard of accomplishment and provides a system of supervision and checks to see that the standard is adhered to. | 27. | 41, 42, 43, 45, 47, 48, 49, 50, 51, 55, 56, 76, 78, 87. 89, 96 |
| 28. | A good leader encourages teamwork. | 28. | 40, 47, 48, 49, 50, 52, 53, 54, 67, 69, 73, 74, 76, 78, 79, 80, 81, 82, 83, 96, 105 |
| 29. | A good leader seeks ways to reduce accidents and improve methods for caring for modern equipment. | 29. | 84 |
| 30. | A good leader sets short- and long-range goals and makes definite plans to reach those goals. | 30. | 31, 32, 33, 34, 35, 36, 69, 70, 71, 107, 109, 110, 112, 115, 118, 124 |
| 31. | A good leader seeks to economize in the use of men and material as well as money. | 31. | 63, 64, 65, 84, 107, 110, 111, 119, 124, 163, 165, 166, 167 |

FILE SCRIPT FOR

GENERAL ORDER 21

WESTINGHOUSE LEARNING CORPORATION

U.S. NAVAL ACADEMY

General Orders are issued periodically by the Secretary of the Navy to direct command attention to urgent matters. They deal with various topics. For instance, General Order No. 2 concerns invention by persons in the Navy, and has to do with rights and obligations in regard to research and development programs.

General Order No. 13 concerns defensive sea areas and air space reservations, designating those parts of the world vital to the national defense for which the Navy is responsible. The subject of No. 5 is assignment and distribution of authority and responsibility for the administration of the Navy. All these are matters on which special emphasis must be placed. Since the establishment of the Navy in 1775 more than 253 General Orders have been issued. Some were eventually inserted into Navy regulations to become a part of Navy tradition. Others have been incorporated into the Security Manual and the Bureau of Personnel Manual. Still others have passed into the Bureau of Supplies and Accounts Manual. Some General Orders apply to a particular situation at a particular time and since they have served their purpose, have been cancelled. Fifteen General Orders are in effect at this time. One of these is General Order No. 21, the subject of this film. It's objective is to achieve an ever improving state of combat readiness by emphasizing that successful leadership[1] at all levels is based on personal example and moral responsibility, insuring that every man and woman are themselves examples of military ideals and requiring personal attention to and supervision of subordinates.[2] What is Naval

leadership? It is the art of accomplishing the Navy's mission through people.[3] It is the use of that qualities that would a man to inspire and manage a group of people successfully.[4] When will that objective be achieved? When, according to Naval Regulation 1210, all persons shall aid to the utmost of their ability in all that concerns the efficiency of the command. The aim of the order is, action, efficiency, all hands all out action in peace and at war. The action to be taken is specified in part 3 of the order. Every command shall review on a continuing basis its leadership standards and improve its efforts[5] to insure that those in responsible positions are discharging their duties in accordance with Articles 0702/Alpha and 1210 of Navy Regulations, 1948. Attention is directed to three areas: First, the personal example of behavior and performance[6] set by officers. The United States Navy has long been distinguished for the high quality of its officers and men. The names and exploits of great Naval leaders of the past are an inspriation to all Americans. Navy leaders of today brighten the record of contemporary heroism. The tradition of the Naval service will continue to produce the heroes of tomorrow, whoever they may be. It is clear that the leader must set a good example for those who serve under him. There is a chain of respect as well as a chain of command. The good leader retains support and respect because he lives up to certain ideals which he undertakes along with his commission - ideals inherent in Navy life. He is known for integrity[7] in all things, large or small. He is known for bravery[8] in the face of danger. He must be able to discipline himself in order to disci-

pline others.[9] Good example must show itself not only in personal behavior, in dedication to family, to country, to God, but in the everyday performance of duty. The leader must know his own job and perform it in an exemplary manner.[10] Every assignment must be carried out to the letter,[11] no matter how dangerous, or how dull, mot matter how technically difficult, or how routine, no matter how colorful or how monotonous. Good example inspires this sort of performance. It is worth a thousand words. The good leader conducts operations in an efficient, professional manner.[12] He is not upset by unforeseen problems.

The leader, while maintaining the proper chain of command,[13] makes himself available to subordinates.[14] He states his orders clearly and makes sure they are understood.[15] He adheres to principle at all times, in spite of obstacles or pressure. He knows it is easy to talk about principles when danger is far away; but he is prepared for emergency, and has so drilled himself that he acts instinctively in times of stress,[16] because he knows that the lives of his men and the success of his mission depend on his proficiency. Effective personal relations in an organization, says the Marine Corps Manual, can be satisfactory only when there is complete understanding and respect between individuals. When attention is paid to the importance of personal example, understanding and respect have a chance to grow. The good leader knows that his decisions, utterances and actions influence not only the immediate mission, but the future character and conduct of those around him.[17] Personal example is closely tied in with the second item to which Command Attention is

directed: Moral Responsibility. Moral is often a misleading word. Sometimes we think of it as a "dirty" only to mean sexual behavior or promiscuity. But it is a bigger word than that, and less sensational. It means to guard against and suppress all dissolute and immoral practices and to correct all persons who are guilty of them. And it also means the acceptance of personal responsibility in every aspect of performancy by every man.[18]

The morally responsible man tries to keep all his obligations in focus. His obligation to himself, to his family, to the Navy, to his shipmates, to his country, to his God. He works to fulfill these responsibilities on duty and off duty. The responsible man performs his duties, not because he is being watched, or because he will suffer if he does not do them, but because it is a matter of personal integrity.[19]

The newest blue jacket will do his job better if he knows what it fits into and where it fits in. He will realize he is fulfilling a responsibility to himself everytime he fulfills a responsibility to the Navy. The good leader helps every man under his command to see the connection between the humblest chore and the overall objective of Naval operations;[20] to serve and protect free men everywhere. It is for this reason that we suffer loneliness and separation from our homes and families, that we spend long hours on station. For this, that we are willing to face danger and death. A man is faithful to himself and to the Navy when he complies with standards of readiness, safety, efficiency and economy - when he maintains high standards

of personal appearance and complies strictly with uniform regulations - when he sees that drills, work periods, and watches begin on time and are performed with smartness and dispatch.[21] The moral atmosphere of the command is good when conduct ashore is proof of a man's awareness of his responsibility. The moral atmosphere of a command is worthy the commendation when re-enlistments are at a high level, when the majority of training courses begun are successfully completed, when advancements in rate proceed at expected levels, when personnel participate freely in non-military programs, such as sports, blood-donor, people-to-people, and so forth. A good moral climate is reflected also when requests for transfer are at a minimum, when maximum precautions are taken to avoid accidents, when mast and court martials are reduced.[22]

Part of the function of the good leader is to be sure that timely and appropriate recognition is given for personal achivement and exceptional performance. The good leader provides for recreational facility and anticipates the granting of liberty opportunities. All these factors work together. When the leader is concerned about the welfare of his men, his men are concerned about the welfare of the Navy. The immediate job is done better, faster, and more enthusiastically. The men who perform the job are in better shape, physically and mentally, to maintain the command at combat readiness.

Even when personal example is at a high level and the moral atmosphere of the command is inspiring, still another factor is needed to complete the leadership picture. Apparent standards

of supervision of men, especially in regard to management of fectiveness. The Navy must develop and use the best concepts of management and security to [illegible] efficiency and the best use of people.[23]

Know-how today is more complicated than it used to be. But the obligation for each man to know his job is exactly the same as it has always been. The training and handling of men poses the same challenge today as it did in 1775, or in 1812, or in 1942.[24] But the size and complexity of the Navy's mission requires a constant re-examination of methods so that the results will be the same as they were in those heroic days. days. From the square-rigger to the fleet ballistic missile submarine, is a tremendous stride. But the men who man the ships must maintain the same high standard of efficiency which established the tried and true way of getting the Navy's job done.[25]

In the interest of good management, the good leader puts the right man in the right job.[26] He sets a high standard of accomplishment and provides a system of supervision and checks which sees that the standard is adhered to.[27] He improves the use of manpower where feasible. He encourages teamwork,[28] so that when a crew is understaffed the men are familiar with the job to be done. He looks for ways to improve methods of caring for modern equipment, and for reducing accidents.[29] Good management seeks to economize in the use of men and material as well as money.[31] Means are devised to gather information on man-hours per project, miles per barrel, gallons of paint per bulkhead. In management, the good leader sets short- and long-range

goals and makes definite plans to reach those goals.[20] The precise way a command [illegible] is the decision of the commanding officer. As long as whatever is done stresses personal example, moral responsibility and good management, wide latitude is encouraged in the method employed.

The Chief of Naval Operations and the Commandant of the Marine Corps, are directly responsible for maintaining leadership standards. And every command and major office or Bureau of the Navy and Marine Corps shall review its leadership standards, improvement efforts and training in leadership principles and practices, assisted in the case of Navy personnel by the Chief of Naval Personnel, through his special assistant for Leadership. In the case of Marines, by the Assistant Chief of Staff, G-3, and for civilian personnel, by the Chief of Industrail Relations.

Fleet, force, type, and administrative commanders shall review each command's leadership posture as an integral part of military inspection and shall include their evaluation in inspection reports.

Leadership is the art of accomplishing the Navy's mission through people. The establishment and integration of training programs in both the technical and moral principles and practices of leadership are called for as a means of re-emphasizing and revitalizing traditional Naval leadership. When this is done on a continuing basis, General Order No. 21 will have served its purpose. And the great tradition of Naval Leadership will extend into the future, creating a new line of men whose names

and deeds will decorate the history of the United States Army,
as it carries out in an inspiring way its mission.